

CALL NO.
CA1
MI 314
-83C56

GOVT



3 1761 11767834 2

Goverance
Publication

DRAFT

2

C. O. P. S. STUDENT FLOW MODEL
USER'S MANUAL

AUTHOR: I.P. SHARP ASSOCIATES

PREPARED FOR:
CANADIAN OCCUPATIONAL PROJECTION SYSTEM
(COPS)

NOVEMBER 1983

CAI
MI 314
-83C56

DRAFT

2

C. O. P. S. STUDENT FLOW MODEL
USER'S MANUAL

AUTHOR: I.P. SHARP ASSOCIATES

PREPARED FOR:
CANADIAN OCCUPATIONAL PROJECTION SYSTEM
(COPS)

NOVEMBER 1983



TABLE OF CONTENTS


CA1
MI314
- 83C56

INTRODUCTION

- 1.0 Using the Sharp APL System
 - 1.1 Signing On
 - 1.2 Signing Off
 - 1.3 Correcting Typing Mistakes
 - 1.4 Interrupting the Computer
 - 1.5 Using a non-APL terminal
 - 1.6 Getting Disconnected from the Computer Unexpectedly
- 2.0 The Student Flow Model Implementation
 - 2.1 Data Organization
- 3.0 Using the Student Flow Model
 - 3.1 Accessing the Student Flow Model
 - 3.2 Printing a Table
 - 3.3 Modifying the Base Case Data
 - 3.4 Terminating the Session

APPENDICES

- A. Directories for Generating Reports
 - Table 1 - Tables Available Through the Student Flow Model
 - Table 2 - Post- Secondary University Major Fields of Study
 - Table 3 - Post-Secondary Non-University Major Fields of Study
 - Table 4 - Two-Digit CCDO Occupation Code
(Three- and Four- Digit Codes in a Later Releases)
 - Table 5 - Aggregation of Post-Secondary University Major
Fields of Study
- B. Directories for Modifying Data
 - Table 6 - Student Flow Model Variable Name List



Digitized by the Internet Archive
in 2023 with funding from
University of Toronto

<https://archive.org/details/31761117678342>

INTRODUCTION

The Student Flow Model which is referred to in this manual is a proprietary product belonging to the Labour Market Outlook and Structural Analysis (L.M.O.S.A.) Branch of the Canada Employment and Immigration Commission (C.E.I.C.). This model is being made available to the public through the I.P. Sharp Associates Limited time-sharing service.

There are no surcharges implied with the use of the system. However, a user must have a contractual agreement with I.P. Sharp and charges are incurred for computer resources expended during the use of the system. In addition, to help prevent any misinterpretation of the system and its inherent data, permission to use the system must be obtained from the L.M.O.S.A. Branch of C.E.I.C.

It should also be noted that the Student Flow Model implementation is as embryonic as the model definition itself. Development of the system is in the very early stages and enhancements are made frequently. Users of the system will be kept informed of updates and features added to the system. In addition, comments on the system content and its implementation are welcome, and should be directed to the L.M.O.S.A. Branch of C.E.I.C.

1.0 Using the Sharp APL System

This section deals with connecting yourself to and disconnecting yourself from the computer and some basic information about using the Sharp APL time-sharing service.

For most users of the Student Flow Model, this manual will suffice. However, for those who require assistance or have more complex requirements or who require custom reports from the model, it is suggested that they contact their closest I.P. Sharp representative. I.P. Sharp branch offices in Canada are located in:

Calgary (403)265-7730	Ottawa (613)236-9942
Edmonton (403)428-6744	Saskatoon (306)664-4480
Halifax (902)423-6251	Toronto (416)364-5361
London (519)673-4060	Vancouver (604)687-8991
Montreal (514)866-4981	Victoria (604)388-6365
	Winnipeg (204)947-1241

These offices have support personnel who are there to help you use the time-sharing service.

1.1 Signing On

Switch ON your terminal. If you are using a coupler, switch your coupler ON as well. (Make sure they are plugged in.) If you are using a data phone, press the TALK button.

If you are in a locality which does not have an I.P. Sharp Associates branch office, you must use the DATAPAC network to access the computer. In this case, dial the local DATAPAC access number. The computer will answer with a high-pitched tone. Type a period (.) and press the RETURN key.

DATAPAC will respond with *DATAPAC: XXXX* at which point you should enter the I.P. Sharp gateway number:

79100020

and press the RETURN key. DATAPAC will respond with

CALL CONNECTED

and you should then enter

0)

and type in your account number and password as described below.

Otherwise, if you are in a city with an I.P. Sharp branch office, dial your local SHARP APL number. The computer will answer with a high-pitched tone. If you are using a coupler, place the phone receiver in the acoustic cups. For data phones, press the DATA button. Type:

0)

and press the RETURN key. Make sure you type the letter *O* (not the number zero) and the right parenthesis from the APL character set.

The terminal will print a blot (a block of garbled characters). Type your account number and password on the blot in the following manner:

)7654321:PASSWORD

where 7654321 and *PASSWORD* represent your account number and password, respectively. Typing them on the blot so no one can read them is a security precaution.

Remember always to press the RETURN key after every line you type! This sends what you have typed to the computer.

If your signon is successful, several messages will print, including the time and date, in UTC (for all practical purposes, the same as Greenwich mean time) and the message:

SHARP APL SERVICE

A sample signon might look like this:

0)
GBHGBHGBHGBHGBHGB
)1234567:CAT (normally this is typed on the above blot)
1859) 8.30.59 07/31/81 XYZCOMPANY

SHARP APL SERVICE

Once you have signed on, the printhead of your terminal should be resting 6 spaces in from the left margin. Whenever the printhead is indented 6 spaces, you are in what is known as "immediate-execution mode", and the computer is waiting for you to type something. When you first sign on, this will usually be an instruction to load the application like the Student Flow Model.

If the printhead is waiting at the far left margin, or is at the end of a question, you are under the control of an application. What you type at that point can be found later in this manual.

Note that this manual refers to a terminal's "printhead". If you are using a video screen terminal (not a hardcopy terminal), read "cursor" where you see "printhead".

If your signon is not successful, you will usually get an error message.

NUMBER NOT IN SHARP APL SYSTEM means that you entered your number or your password incorrectly. Try typing them again.

INCORRECT SIGN-ON means that you have not used the correct format to enter your number and password. Try typing them again, making sure you have used the) and : from the APL character set, and that your terminal keyboard is not in the SHIFT LOCK position. If the message persists, it may be that the system has identified your terminal type incorrectly, because you did not type the beginning 0) correctly. In this case, disconnect the phone and start again.

Messages such as *LINES DOWN* and *APL PROBABLY DOWN* refer to problems with the computer system or with your link to it. The telephone line will still be connected, so you can keep typing 0) until you get a blot, which means the computer is back in operation. Alternatively, you can disconnect the phone, wait a few minutes and then start again from the beginning.

If you get no response at all from your terminal, check that:

- the terminal (and coupler) are plugged in
- the terminal is switched to COMM, REMOTE, or ONLINE mode, is switched to the correct speed, and is on HALF DUPLEX
- you are using the correct "0" and ")"
- the coupler or modem is connected to the terminal
- the coupler is switched to FULL DUPLEX

Note that the computer holds the phone line for 60 seconds while you try to sign on; if you are very slow or keep making mistakes in typing your number and password, you may get disconnected and have to redial.

1.2 Signing Off

To terminate your session with the computer, type:

)OFF

The computer then prints information about your computer usage and disconnects you. For example:

)OFF

```
3079 15.34.49 08/20/81 XYZ
CONNECTED 0.30.11 TO DATE 4.12.37
CPU UNITS 32.112 TO DATE 150.493
KILOCHARS 2.259 TO DATE 18.335
```

If someone else is waiting to sign on to the computer, you can sign off your account number, leaving the phone line connected, by typing *)OFF HOLD*. For example:

)OFF HOLD

```
3079 15.34.49 08/20/81 XYZ
CONNECTED 0.30.11 TO DATE 4.12.37
CPU UNITS 32.112 TO DATE 150.493
KILOCHARS 2.259 TO DATE 18.335
GBHGBHGBHGBHGBHGB
```

The blot is then printed so the next user can immediately sign on, using his user number and password. After one minute, the line connection is broken if no one else has signed on.

If you wish to sign off, but want to be able in your next session to continue from the point at which you left off, you can type:

)CONTINUE

or

)CONTINUE HOLD

These both save the work you were doing in a workspace called *CONTINUE* and then sign you off. When you sign on again, the workspace *CONTINUE* is loaded automatically.

1.3 Correcting Typing Mistakes

If you make a typing error, you can correct it before pressing the RETURN key:

1. Backspace to the error. (Nothing is erased yet.)
2. Press the LINE FEED key or INDEX key (depending on your terminal). This advances the paper (or your cursor) one line and effectively erases the characters you backspaced over.

Now proceed as though you never typed the characters you backspaced over. That is, enter the correct information and press RETURN. For example:

```
)LOD 582 CEICS          Backspace to the "D" and press LINE FEED
  AD 582 CEICSTUDENT Continue typing the line and press RETURN
```

If you forgot to press LINE FEED, you will probably get the message *ENTRY ERROR*.

If you would prefer to type the line all over again from the beginning, press BREAK. The computer will then ignore everything you typed on that line and let you start again.

1.4 Interrupting The Computer

You may want to interrupt what you have set the computer to do, because you realize you instructed it wrongly, or because your terminal is printing a report and the paper needs adjusting.

If you simply want to halt printing temporarily while you adjust the paper, you press the CONTROL (or CTRL) key and "S" at the same time. Printing should stop almost immediately. When you are ready to continue, press the CONTROL key and "Q" at the same time.

If you want to cancel altogether what the computer is doing, press the BREAK or ATTN key. The Student Flow Model has been programmed so that if you press break, you are asked what you want to do next.

Note that sometimes problems can arise if you interrupt an application while it is updating data stored in files. This is especially true if you are modifying the Base Case data to create your own Student Flow scenario.

1.5 Using a non-APL terminal

Although the most convenient terminal to use on the SHARP APL system is one with an APL character set, several other types of terminals can be used, including non-APL ASCII terminals, communicating word processors, and Telex machines.

For information on using a Telex machine, see the Telex Access to APL Users' Manual published by I.P. Sharp.

The computer recognizes the type of terminal you are using (APL or non-APL) from the first ")" you type when signing on. If you type the ")" by using the key you would normally use on an APL keyboard, then your terminal is recognized as an APL terminal, and throughout the session you must use the APL keyboard layout. The following instructions apply if you have signed on using the ")" key from the non-APL keyboard layout.

If your terminal has all 128 ASCII characters, you must remember to type all the letters in commands in upper case. For example:

```
)LOAD 582 CEICSTUDENT
```

rather than

```
)load 582 ceicstudent
```

If your terminal has an "upper case only" key, sometimes marked UC ONLY or CAPS, using it will save you having to use the shift key for letters. The lower case alphabetic characters are interpreted by the computer system as APL underbarred characters (for example, x as X). Likewise, APL underbarred characters are printed on the terminal as lower case characters.

Some non-APL terminals have no backspace key. Since backspace is very useful for correcting typing errors, the character \ (back slash) is interpreted as a backspace by the computer. For example:

```
)LOD\          (LINE FEED after \)
  AD 582 CEICSTUDENT
```

is interpreted as

```
)LOAD 582 CEICSTUDENT
```

1.6 Getting Disconnected From The Computer Unexpectedly

You can get disconnected from the computer unexpectedly for several reasons:

1. Local problems such as your equipment getting unplugged or a break in your local telephone connection. The result is no response from the computer.
2. A break in transmission on the I.P. Sharp network. You will get the message *LINES DOWN*.
3. A breakdown in the central computer. You will get a message such as *APL PROBABLY DOWN*.

Whatever the cause of the disconnection, the work you were doing when the break occurred will be stored in the computer in a workspace called *CONTINUE*. When you sign on again, you should be able to resume from the point at which you were interrupted, although the last line you typed may not have been taken by the computer. If you were in the middle of answering a question, the Student Flow Model has been programmed to continue and ask you the next question to which it needs an answer. If you were printing a report, it is quite likely that you lost part of the page, and you may have to reprint the whole report.

Note that the workspace *CONTINUE* is loaded automatically after an interruption--you do not have to type *)LOAD CONTINUE*. You will know that your last session was interrupted and *CONTINUE* has been automatically loaded because you will get an extra line following the *SHARP APL SERVICE* message:

```
      SHARP APL SERVICE
SAVED 13.25.26 08/21/81      if local or network problems
or
```

```
      SHARP APL SERVICE
RECOVERED 13.25.26 08/21/81      if computer problems
```

You do not pay for the workspace called *CONTINUE*, but note that it is very bad practice to save a workspace called *CONTINUE* yourself, as it will be overwritten next time you get disconnected from the computer unexpectedly.

2.0 The Student Flow Model Implementation

The C.E.I.C. Student Flow Model was implemented as defined by the Supply Unit of the Labour Market Outlook and Structural Analysis Branch of C.E.I.C. A general description of the model is given in the C.O.P.S. working paper entitled The Student Flow Model - A Review and Update. More detailed explanations of the model variables, listed in Appendix B (Table 6), are available from the C.O.P.S. Supply Unit. These explanations, as well as how each variable effects the operation of the model, will be the subject of a forthcoming C.O.P.S. paper.

The model was implemented according to this definition, and users of the computerized version can be confident that the computations involved therein represent those described in the above paper.

The system itself was implemented with the idea that all interaction between the user and the model would be accomplished through a computer terminal. Accordingly, the size of reports available through the system has intentionally been kept small. Users who ask for voluminous reports to be output at their terminals are given warnings or are simply told that the subset of data they have decided to work with is too large. In most cases, this should be regarded as a safety mechanism to prevent users from accidentally asking for a large report when they really wanted a much smaller one.

The Student Flow Model has been written so that naive users can easily:

1. Obtain reports from the Base Case (nationally consistent demographic assumptions) scenario.
2. Modify the Base Case data to create their own scenarios and subsequently "run the model" to obtain their own final reports.

In the interest of keeping costs down, the majority of the data comprising the tables for the Base Case have been pre-computed. Therefore, printing these reports or subsets of them on your terminal is relatively inexpensive.

In addition, when users modify the Base Case data and "rerun the model" the only computations which are performed are those which must be performed to calculate the required results. Note, however, that users who opt to modify the Base Case data and rerun the model may sometimes be invoking extensive calculation routines and consuming considerable amounts of computer storage. In general, the Student Flow Model creates a temporary work file on behalf of the user who opts to use the MODIFY option. That file will remain on the user's account until it is erased - which is usually done by the Student Flow Model during the same session.

2.1 Data Organization

The data comprising the Base Case scenario is resident on a C.O.P.S. computer account number. In general, therefore, the occasional user of the Student Flow Model will incur no storage charges to display tables showing the results of the Base Case scenario.

In the near future an alternate scenario (provincial specific demographic assumptions) will also be resident on a C.O.P.S. account number. The user will then be asked which scenario, either nationally consistent or provincial specific, is to be used for the current session.

When a user opts to MODIFY a particular scenario, the modifications are entered through the terminal and are stored in a temporary work file on the modifier's account. Subsequent calculations may have to create temporary variables which are also stored in this temporary work file. If the user has made numerous modifications and has asked for a detailed breakdown in his report, the storage requirement for these temporary variables can become quite large. Normally, the file will be erased after the desired report(s) has (have) been generated. However, in rare instances where system errors occur or where the computer fails and disconnects the user, a file may accidentally be left on the system. In such circumstances, the user should sign back on when possible and access the system again and allow the system to complete its operation and eliminate the work file. Storage costs incurred through the use of the system will accrue to the user.

3.0 Using the Student Flow Model

The C.O.P.S. Student Flow Model is resident in a workspace on the Sharp APL time-sharing system. Although the system is available to the public at large, access to the system must be authorized by C.O.P.S. In addition, users of the system must sign a computer time-sharing service contract with I.P. Sharp Associates Limited.

Users can generate tables from a Base Case scenario or modify the Base Case and generate reports after "rerunning" the model. All this is accomplished through a series of questions put to the user and the responses given by the user.

In response to any system question, you can type:

STOP

to return to the previous question. In this way, you can correct a mistake you made in answering a previous question. If you type *STOP* in response to all of the questions, the computer will eventually re-issue the main prompt of the system

TABLE, MODIFY, STOP:

Alternatively, if you type

QUIT

in response to any question, you will leave the Student Flow Model and your temporary work file (if it exists) will automatically be erased.

3.1 Accessing the Student Flow Model

Once you are signed onto the Sharp APL time-sharing service (see section 1.1 - Signing On), type:

```
)LOAD 582 CEICSTUDENT
```

to access the table generating and computational programs. The computer will print out the time and date the system was last modified and then ask:

```
PRINT WIDTH OF YOUR TERMINAL:
```

You should respond by entering the width or number of characters that you would like your reports to be. Many terminals are restricted by a page width of 80 characters whereas others can accept a page width of 132 characters. In general, since some Student Flow reports can become quite large, a wide page width will reduce the number of pages required to print the report. Page widths of less than 80 characters are not supported at this time.

The system will then issue the main Student Flow prompt:

```
TABLE, MODIFY, STOP:
```

3.2 Printing a Table on Your Terminal

There are a variety of pre-formatted tables which are available through the Student Flow Model. (See Appendix A, Table 1.) The Base Case scenario provides the default data which is shown in each of these tables.

In general, you must specify both the table in which you are interested, and the subset of data which you would like to see output on your terminal. The reason for defining the subset of data to be printed is because most tables have a large amount of data associated with them and printing it all on your terminal could take a long time. So, in response to the main Student Flow Model prompt, type:

TABLE, MODIFY, STOP: TABLE

When asked for the number of the table you would like to see output on your terminal, refer to Appendix A, Table 1 - LIST of Tables Available from the Student Flow Model.

WHICH TABLE: 29

The computer will ask you which subset of the data available for this report you would like printed on your terminal. In response to the prompt

PROVINCE, TERRITORY, OR 'CANADA':

you should enter one geographical area from the following list:

NEWFOUNDLAND	QUEBEC	ALBERTA
PRINCE EDWARD ISLAND	ONTARIO	BRITISH COLUMBIA
NOVA SCOTIA	MANITOBA	YUKON
NEW BRUNSWICK	SASKATCHEWAN	NORTHWEST TERRITORIES
		CANADA

You must enter at least as many letters of the geographical area to differentiate one area from another. So, you could type *B* for British Columbia, but you must type at least *NEWF* to differentiate NEWFOUNDLAND from NEW BRUNSWICK.

In response to the prompt

YEARS:

you should enter the years in which you are interested between 1977 and 1990, or the word 'ALL'. If you are specifying more than one year, separate each year by a blank and you may leave off the century:

YEARS: 78 82 86 90

It is also possible, if a range of years is required, to enter (for example) 75-79. This will yield the same result as if 75 76 77 78 79 had been entered.

Depending upon which table you have specified, more information may be

required to define the subset of data you would like printed on your terminal. For example, Table 13A asks you to specify one, or more than one, or 'ALL' of the Major Fields of Study that you would like to see. To assist you in defining the subset of data for various reports, we have provided the following codelist directories in Appendix A:

Table 2: Post-Secondary/University Major Fields of Study

Table 3: Post-Secondary/Non-University Major Fields of Study

Table 4: Two-Digit CCDO Occupation Codes

When you are asked to specify Major Fields of Study or Occupations, simply refer to these tables and enter one or more codes from these tables remembering to leave a blank between each one. Remember, you can always type in the word ALL if you want the full table. After defining the subset of data the computer will type

ALIGN PAGE

and pause, giving you the opportunity to roll your hard copy continuous form to the top of a fresh page. Then, just press the RETURN key and the report will begin to print out. At the end of the report, the computer will again pause, giving you the opportunity to remove the report from your terminal before continuing the session. When you are ready to resume the session, just press the RETURN key. Following are two examples of obtaining reports from the Base Case scenario of the Student Flow Model:

TABLE, MODIFY, STOP: TABLE
WHICH TABLE? 2
PROVINCE, TERRITORY, OR 'CANADA': MANITOBA
YEARS: 1983-1990
ALIGN PAGE

POPULATION RELEVANT TO EDUCATIONAL PROJECTIONS - MANITOBA

		1983	1984	1985	1986	1987	1988	1989	1990
TOTAL POPULATION	5-19	249751	244614	240427	237694	236856	236695	236074	235058
MALE POPULATION	15-19	45977	44173	42789	42177	42025	41694	41350	40955
FEMALE POPULATION	15-19	44245	42359	41008	40528	40231	40014	39603	39081
MALE POPULATION	20-24	48753	49294	49099	48275	46801	45215	43474	42117
FEMALE POPULATION	20-24	48339	48598	48241	47318	45693	43726	41886	40553
TOTAL POPULATION	15-24	187314	184424	181137	178298	174750	170649	166313	162706
TOTAL POPULATION		1047153	1051929	1057079	1062419	1067553	1072502	1077211	1081653

TABLE, MODIFY, STOP: TABLE
WHICH TABLE? 13A
PROVINCE, TERRITORY, OR 'CANADA': ONT
MAJOR FIELDS OF STUDY: 701 702 703 706
YEARS: ALL
ALIGN PAGE

GRADUATE DIPLOMA AND CERTIFICATE GRADUATES
BY MAJOR FIELD OF STUDY - ONTARIO

FIELD OF STUDY	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
701 DENTISTRY	15	14	20	13	12	13	17	16	14	13	13	13	12	12
702 MEDICINE	23	3	13	12	11	12	16	14	13	12	12	12	11	11
703 NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0
706 REHAB. MEDICINE	10	11	16	0	0	0	0	0	0	0	0	0	0	0
TOTAL	48	28	49	25	23	25	33	30	26	25	25	24	24	23

When you ask for a second table to be printed immediately after your first one, if it applies, the computer may type:

SAME PARAMETERS AS BEFORE?

If you are interested in the same subset of data for this table as for the previous one, type

YES

Otherwise, enter *NO*, and the computer will proceed to ask you to define the subset of data in which you are interested.

3.3 Modifying the Base Case Data

The Student Flow Model has been implemented with the facility to allow the user to override the C.E.I.C. Base Case scenario data with his or her own data. The user who elects to use this option can then "rerun" the Student Flow Model, and display any of the tables in the list in Appendix A, Table 1. Therefore, the user has the option of overlaying data over the Base Case data and comparing the results with those that are provided by the Base Case.

It should be noted that users who select the MODIFY option will be creating a work file on their account and they will be consuming additional computer resources to "rerun" the model. Unless these users have their sessions accidentally terminated for one reason or another, the work file will only be on their account for the duration of the session, and no storage charges will be incurred. In fact, as long as the Student Flow Model session of the work day terminates normally, no storage charges will be incurred. Only files which are on the system during the time-sharing system back-up service accrue charges. This occurs normally in late evening, E.S.T.

On the other hand, the cost of "re-running" the Student Flow Model will depend upon which variable(s) is (are) changed, how many changes are made, and which reports are required. Only that portion of the model required to produce the desired reports is recomputed. To make changes to any of the data in the Base Case scenario you must specify which variables are to be changed. Refer to Appendix B, Table 6 for a definitive list of variables that can be changed. When prompted for a variable name, enter the mnemonic corresponding to the variable to be modified:

VARIABLE: PSNUGDLFSH

The definitions of each of these variables appear in Table 6 of Appendix B.

The computer will then ask you to define the subset of the variable which you propose to change. This process of defining your subset is completely analogous to that described in section 3.2 - Printing a Table. To prepare for the modification stage it is useful to know that data is entered:

1. For one geographical area at a time.
2. One row at a time along the last dimension of the variable which is usually years.

The following example illustrates these two rules:

```
TABLE, MODIFY, STOP:  MODIFY
VARIABLE:  PSNUCRGDMF
PROVINCE, TERRITORY, OR 'CANADA':  BRITISH COLUMBIA
MAJOR FIELDS OF STUDY:  11  12  13
YEARS:  77  78  79
CURRENT VALUE:
    0    9    9
    0    0   16
195  205  186
ENTER NEW DATA FOR YEARS  1977 TO 1979:
FIELD 11:  5  20  20
FIELD 12:  5  10
1 MORE NUMBER:  10
FIELD 13:  100  150  200  250
1 TOO MANY NUMBERS ENTERED; PLEASE START OVER
FIELD 13:  100  150  250
MODIFICATION MADE.
TABLE, MODIFY, STOP:
```

In the above example, first you define your data variable subset, the computer displays the current values in the subset, then proceeds to ask you for input, one row at a time. The process ends when the complete subset has been redefined and the modifications have been stored. You may then opt to MODIFY another variable or proceed directly to the report generation stage described in Section 3.2.

Once you have made modifications to the Base Case scenario data, all subsequent reports requested during the session are generated using this modified data. You may re-enter the modification stage after generating reports on modified data and make further changes to either the Base Case data or your modified data. This release of the Student Flow Model erases all modifications to the Base Case scenario once you terminate your Student Flow Model Session. In a subsequent release of the Student Flow Model, facilities for manipulating a library of scenarios will be provided.

3.4 Terminating the Session

When you have printed on your terminal all the information you require and you wish to terminate your computer session, type:

TABLE, MODIFY, STOP: STOP

This process will put you in "immediate execution" mode from which you can continue your session using another application or sign off the computer by typing:

)OFF

as described in section 1.2

Remember, you can get back into the Student Flow Model if you type:

)LOAD 582 CEICSTUDENT

before you sign off as described in Section 3.1.

Another way to terminate your session immediately, is to type *QUIT* in response to any prompt. Doing this will put you directly into immediate execution mode.

In this release of the Student Flow Model, when you terminate your session, your temporary work file is erased. Therefore, any and all modifications you made to the Base Case Scenario during the session are erased and will have to be re-entered if required at a later time.

APPENDICES

APPENDIX A

TABLE 1 - TABLES AVAILABLE THROUGH THE STUDENT FLOW MODEL

TABLE 1:	POPULATION BY 5 YEAR AGE/SEX GROUPS
TABLE 2:	POPULATION RELEVANT TO EDUCATIONAL PROJECTIONS
TABLE 3:	ENROLMENTS BY LEVEL OF STUDY
TABLE 4:	GRADUATES BY LEVEL OF STUDY
TABLE 5:	ENROLMENT RATES BY LEVEL OF STUDY
TABLE 6:	GRADUATION RATES BY LEVEL OF STUDY
TABLE 7:	TOTAL NEW OCCUPATIONAL SUPPLY FROM THE FORMAL EDUCATION SYSTEM
TABLE 8:	NEW OCCUPATIONAL SUPPLY FROM COMMUNITY COLLEGE CAREER PROGRAM
TABLE 9:	NEW OCCUPATIONAL SUPPLY FROM BACHELORS LEVEL
TABLE 10:	NEW OCCUPATIONAL SUPPLY FROM UNDERGRADUATE DIPLOMA AND CERTIFICATE LEVEL
TABLE 11:	NEW OCCUPATIONAL SUPPLY FROM MASTERS LEVEL
TABLE 12:	NEW OCCUPATIONAL SUPPLY FROM DOCTORATE LEVEL
TABLE 13:	NEW OCCUPATIONAL SUPPLY FROM GRADUATE DIPLOMA AND CERTIFICATE LEVEL
TABLE 7A:	TOTAL UNIVERSITY GRADUATES FROM THE FORMAL EDUCATION SYSTEM BY MAJOR FIELD OF STUDY
TABLE 8A:	COMMUNITY COLLEGE CAREER PROGRAM GRADUATES BY MAJOR FIELD OF STUDY
TABLE 9A:	BACHELOR GRADUATES BY MAJOR FIELD OF STUDY
TABLE 10A:	UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES BY MAJOR FIELD OF STUDY
TABLE 11A:	MASTERS GRADUATES BY MAJOR FIELD OF STUDY
TABLE 12A:	DOCTORATE GRADUATES BY MAJOR FIELD OF STUDY
TABLE 13A:	GRADUATE DIPLOMA AND CERTIFICATE GRADUATES BY MAJOR FIELD OF STUDY
TABLE 14:	BACHELOR GRADUATES COMING HOME BY AGGREGATE FIELD OF STUDY
TABLE 15:	UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES COMING HOME BY AGGREGATE FIELDS OF STUDY
TABLE 16:	MASTERS GRADUATES COMING HOME BY AGGREGATE FIELDS OF STUDY
TABLE 17:	DOCTORATE GRADUATES COMING HOME BY AGGREGATE FIELDS OF STUDY
TABLE 18:	GRADUATE DIPLOMA AND CERTIFICATE GRADUATES COMING HOME BY AGGREGATE FIELDS OF STUDY
TABLE 19:	BACHELOR GRADUATES GOING HOME BY AGGREGATE FIELDS OF STUDY
TABLE 20:	UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES GOING HOME BY AGGREGATE FIELDS OF STUDY
TABLE 21:	MASTERS GRADUATES GOING HOME BY AGGREGATE FIELDS OF STUDY
TABLE 22:	DOCTORATE GRADUATES GOING HOME BY AGGREGATE FIELDS OF STUDY
TABLE 23:	GRADUATE DIPLOMA AND CERTIFICATE GRADUATES GOING HOME BY AGGREGATE FIELDS OF STUDY
TABLE 24:	BACHELOR GRADUATES REMAINING IN PROVINCE OF GRADUATION BY AGGREGATE FIELDS OF STUDY
TABLE 25:	UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES REMAINING IN PROVINCE OF GRADUATION BY AGGREGATE FIELDS OF STUDY
TABLE 26:	MASTERS GRADUATES REMAINING IN PROVINCE OF GRADUATION BY AGGREGATE FIELDS OF STUDY
TABLE 27:	DOCTORATE GRADUATES REMAINING IN PROVINCE OF GRADUATION BY AGGREGATE FIELDS OF STUDY
TABLE 28:	GRADUATE DIPLOMA AND CERTIFICATE GRADUATES REMAINING IN PROVINCE OF GRADUATION BY AGGREGATE FIELDS OF STUDY
TABLE 29:	ELEMENTARY/SECONDARY EDUCATIONAL DATA

TABLE 2 - POST-SECONDARY UNIVERSITY
MAJOR FIELDS OF STUDY

2	BUSINESS MANAGEMENT AND COMMERCE
101	PHYSICAL EDUCATION
102	OTHER EDUCATION
202	MUSIC
203	DRAMA THEATRE, OTHER FINE AND APPLIED ARTS
301	CLASSICS, CLASSICAL LANGUAGES
302	ENGLISH
303	FRENCH
306	OTHER MODERN LANGUAGES
307	HISTORY
308	LIBRARY AND RECORDS SCIENCE
309	MASS MEDIA STUDIES
310	PHILOSOPHY
311	RELIGIOUS STUDIES
312	OTHER HUMANITIES
401	ANTHROPOLOGY, ARCHAEOLOGY
403	ECONOMICS
404	GEOGRAPHY
405	LAW
406	MAN/ENVIRONMENT STUDIES
407	POLITICAL SCIENCE
408	PSYCHOLOGY
409	SOCIAL WORK
410	SOCIOLOGY
411	OTHER SOCIAL SCIENCE
501	AGRICULTURE
502	BIOCHEMISTRY
503	BIOLOGY
504	BOTANY
505	HOUSEHOLD SCIENCE
506	VETERINARY SCIENCES
507	ZOOLOGY
508	OTHER AGRICULTURE AND BIOLOGICAL SCIENCES
601	ARCHITECTURE
602	CHEMICAL ENGINEERING
603	CIVIL ENGINEERING
604	ELECTRICAL ENGINEERING
605	MECHANICAL ENGINEERING
606	OTHER ENGINEERING
607	FORESTRY
608	OTHER APPLIED SCIENCE
701	DENTISTRY
702	MEDICINE
703	NURSING
704	PHARMACY
705	PUBLIC HEALTH
706	REHABILITATION MEDICINE
707	OTHER HEALTH SPECIALIZATIONS
801	CHEMISTRY
802	GEOLOGY
803	MATHEMATICS
804	PHYSICS
805	OTHER PHYSICAL SCIENCES
901	NO SPECIALIZATION

TABLE 3 - POST-SECONDARY NON-UNIVERSITY
MAJOR FIELDS OF STUDY

11	COMMERCIAL DESIGN
12	GRAPHIC ARTS
13	OTHER FINE, APPLIED AND PERFORMING ARTS
21	BUSINESS, MANAGEMENT AND COMMERCE
31	SECRETARIAL ARTS AND SCIENCE
41	DATA PROCESSING AND COMPUTER SCIENCE
51	PRIMARY INDUSTRIES
61	NURSING
62	OTHER MEDICAL AND DENTAL SERVICES
71	ELECTRONIC AND ELECTRICAL TECHNOLOGIES
72	MECHANICAL TECHNOLOGIES
73	CHEMICAL TECHNOLOGIES
74	ARCHITECTURE
75	OTHER ENGINEERING AND RELATED TECHNOLOGIES
81	TRANSPORTATION
91	MASS COMMUNICATION
101	COMMUNITY SERVICE, SOCIAL WELFARE, HOUSEHOLD SCIENCE
111	GENERAL ARTS AND SCIENCE, EDUCATION, LAW

TABLE 4 - TWO DIGIT CCDO OCCUPATION CODES

11	MANAGERIAL, ADMIN.
21	NAT. SC., ENG. MATH.
23	SOCIAL SCIENCES
25	RELIGION
27	TEACHING
31	MEDICINE AND HEALTH
33	ARTS AND RECREATION
41	CLERICAL OCCS
51	SALES OCCS
61	SERVICE OCCS
71	FARMING OCCS
73	FISHING, HUNTING
75	FORESTRY AND LOGGING
77	MINING OCCS
81/82	PROCESSING OCCS
83	MACHINING OCCS
85	PRODUCT FAB. OCCS
87	CONSTRUCTION TRADES
91	TRANSPORT EQ. OPERAT.
93	MATERIAL-HANDLING
95	OTHER CRAFTS
99	OCCS NOT ELSE. CLASS.

TABLE 5 - AGGREGATION OF POST-SECONDARY UNIVERSITY MAJOR FIELDS OF STUDY

2	BUSINESS MANAGEMENT AND COMMERCE	BUSINESS MANAGEMENT AND COMMERCE
101	PHYSICAL EDUCATION	EDUCATION
102	OTHER EDUCATION	
202	MUSIC	FINE ARTS
203	DRAMA THEATRE, OTHER FINE AND APPLIED ARTS	
301	CLASSICS, CLASSICAL LANGUAGES	HUMANITIES
302	ENGLISH	
303	FRENCH	
306	OTHER MODERN LANGUAGES	
307	HISTORY	
308	LITERARY AND RECORDS SCIENCE	
309	MASS MEDIA STUDIES	
310	PHILOSOPHY	
311	RELIGIOUS STUDIES	
312	OTHER HUMANITIES	
401	ANTHROPOLOGY, ARCHAEOLOGY	SOCIAL SCIENCE
403	ECONOMICS	
404	GEOGRAPHY	
405	LAW	
406	MAN/ENVIRONMENT STUDIES	
407	POLITICAL SCIENCE	
408	PSYCHOLOGY	
409	SOCIAL WORK	
410	SOCIOLOGY	
411	OTHER SOCIAL SCIENCE	
501	AGRICULTURE	AGRICULTURE
502	BIOCHEMISTRY	
503	BIOLOGY	
504	BOTANY	
505	HOUSEHOLD SCIENCE	
506	VETERINARY SCIENCES	
507	ZOOLOGY	
508	OTHER AGRICULTURE AND BIOLOGICAL SCIENCES	
601	ARCHITECTURE	ENGINEERING
602	CHEMICAL ENGINEERING	
603	CIVIL ENGINEERING	
604	ELECTRICAL ENGINEERING	
605	MECHANICAL ENGINEERING	
606	OTHER ENGINEERING	
607	FORESTRY	
608	OTHER APPLIED SCIENCE	
701	DENTISTRY	HEALTH
702	MEDICINE	
703	NURSING	
704	PHARMACY	
705	PUBLIC HEALTH	
706	REHABILITATION MEDICINE	
707	OTHER HEALTH SPECIALIZATIONS	
801	CHEMISTRY	MATHEMATICS
802	GEOLOGY	
803	MATHEMATICS	
804	PHYSICS	
805	OTHER PHYSICAL SCIENCES	
901	NO SPECIALIZATION	OTHER

APPENDIX B

TABLE 6 - STUDENT FLOW MODEL VARIABLE NAME LIST

POP519	POPULATION AGE 5-19
POP1524	POPULATION AGE 15-24
POP1519	MALE POPULATION AGE 15-19
POP1519	FEMALE POPULATION AGE 15-19
POP2024	MALE POPULATION AGE 20-24
POP2024	FEMALE POPULATION AGE 20-24
ELSECENR	ELEMENTARY/SECONDARY ENROLMENT RATE
ELSECEN	ELEMENTARY/SECONDARY ENROLMENT
ELSECDOR	ELEMENTARY/SECONDARY DROP-OUT RATE
ELSECDO	ELEMENTARY/SECONDARY DROP-OUTS
ELSECGDR	ELEMENTARY/SECONDARY GRADUATION RATE
ELSECGD	ELEMENTARY/SECONDARY GRADUATES
PSNUENR	POST-SECONDARY NON-UNIVERSITY ENROLMENT RATE
PSNUEN	POST-SECONDARY NON-UNIVERSITY ENROLMENT
PSNUCRENSH	SHARE OF POST-SECONDARY NON-UNIVERSITY ENROLMENT THAT COMMUNITY COLLEGE CAREER PROGRAM COMPOSES
PSNUCREN	COMMUNITY COLLEGE CAREER PROGRAM ENROLMENT
PSNUCRDOR	COMMUNITY COLLEGE CAREER PROGRAM DROP-OUT RATE
PSNUCRDO	COMMUNITY COLLEGE CAREER PROGRAM DROP-OUTS
PSNUCRGDR	COMMUNITY COLLEGE CAREER PROGRAM GRADUATION RATE
PSNUCRGD	COMMUNITY COLLEGE CAREER PROGRAM GRADUATES
PSNUCRGDMF	COMMUNITY COLLEGE CAREER PROGRAM MAJOR FIELD OF STUDY SHARE MATRIX
PSNUCRGDMF	COMMUNITY COLLEGE CAREER PROGRAM GRADUATES BY MAJOR FIELD OF STUDY
PSNUGDTSH	SHARE OF COMMUNITY COLLEGE CAREER PROGRAM GRADUATES, BY MAJOR FIELD OF STUDY, WHO WERE FULL-TIME STUDENTS
PSNUCRGDFT	COMMUNITY COLLEGE CAREER PROGRAM FULL-TIME GRADUATES BY MAJOR FIELD OF STUDY
PSNUGDNSH	SHARE OF COMMUNITY COLLEGE CAREER PROGRAM FULL-TIME GRADUATES BY MAJOR FIELD OF STUDY WHO DID NOT CONTINUE THEIR SCHOOLING
PSNUCRGDNS	COMMUNITY COLLEGE CAREER PROGRAM FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL BY MAJOR FIELD OF STUDY
PSNUGDLF	SHARE OF COMMUNITY COLLEGE CAREER PROGRAM FULL-TIME GRADUATES BY MAJOR FIELD OF STUDY WHO DID NOT CONTINUE IN SCHOOL AND WHO ENTERED THE LABOUR FORCE
PSNUCRGDLF	COMMUNITY COLLEGE CAREER PROGRAM FULL-TIME GRADUATES BY MAJOR FIELD OF STUDY WHO DID NOT CONTINUE IN SCHOOL AND WHO ENTERED THE LABOUR FORCE
PSNUCRGDOCSH	COMMUNITY COLLEGE CAREER PROGRAM MAJOR FIELD OF STUDY TO OCCUPATION TRANSFORMATION MATRIX
PSNUCRGDOC	COMMUNITY COLLEGE CAREER PROGRAM GRADUATES BY MAJOR FIELD OF STUDY BY FIRST LABOUR FORCE OCCUPATION
PSNUCRDOMF	COMMUNITY COLLEGE CAREER PROGRAM DROP-OUTS BY MAJOR FIELD OF STUDY
PSNUCRDOFT	COMMUNITY COLLEGE CAREER PROGRAM DROP-OUTS FROM FULL-TIME STUDY BY MAJOR FIELD OF STUDY
PSNUCRDONS	COMMUNITY COLLEGE CAREER PROGRAM FULL-TIME DROP-OUTS BY MAJOR FIELD OF STUDY WHO DID NOT CONTINUE IN SCHOOL
PSNUCRDOLF	COMMUNITY COLLEGE CAREER PROGRAM FULL-TIME DROP-OUTS BY MAJOR FIELD OF STUDY WHO DID NOT CONTINUE IN SCHOOL AND ENTERED THE LABOUR FORCE
PSNUCRDONLF	COMMUNITY COLLEGE CAREER PROGRAM FULL-TIME DROP-OUTS BY MAJOR FIELD OF STUDY WHO DID NOT CONTINUE IN SCHOOL AND WHO DID NOT ENTER THE LABOUR FORCE
PSNUCRGDNLF	COMMUNITY COLLEGE CAREER PROGRAM FULL-TIME GRADUATES BY MAJOR FIELD OF STUDY WHO DID NOT CONTINUE IN SCHOOL AND WHO DID NOT ENTER THE LABOUR FORCE
PSNUTENSH	SHARE OF POST-SECONDARY NON-UNIVERSITY ENROLMENT THAT COMMUNITY COLLEGE UNIVERSITY TRANSFER PROGRAM COMPOSES
PSNUTEN	COMMUNITY COLLEGE UNIVERSITY TRANSFER PROGRAM ENROLMENT
PSNUNRSENSH	SHARE OF POST-SECONDARY NON-UNIVERSITY ENROLMENT THAT NURSING COMPOSES
PSNUNRSEN	NURSING ENROLMENT

TABLE 6 - CONT'D

PSNUNRSJOR	NURSING DROP-OUT RATE	
PSNUNRSJO	NURSING DROP-OUTS	
PSNUNRSJOR	NURSING GRADUATION RATE	
PSNUNRSJOR	NURSING GRADUATES	
PSNUNRSJGFT	FULL-TIME NURSING GRADUATES	NOT CONTINUING IN SCHOOL
PSNUNRSJGNS	FULL-TIME NURSING GRADUATES	NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSNUNRSJGLF	FULL-TIME NURSING GRADUATES	NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSNUNRSJGNLF	FULL-TIME NURSING GRADUATES	NOT CONTINUING IN SCHOOL
PSNUNRSJDOFT	FULL-TIME NURSING DROP-OUTS	NOT CONTINUING IN SCHOOL
PSNUNRSJONS	FULL-TIME NURSING DROP-OUTS	NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSNUNRSJOLF	FULL-TIME NURSING DROP-OUTS	NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSNUNRSJONLF	SHARE OF POST-SECONDARY NON-UNIVERSITY ENROLMENT THAT TEACHING COMPOSES	
PSNUTCHENSH	TEACHING ENROLMENT	
PSNUTCHEN	TEACHING DROP-OUT RATE	
PSNUTCHJOR	TEACHING DROP-OUTS	
PSNUTCHDO	TEACHING GRADUATION RATE	
PSNUTCHGDR	TEACHING GRADUATES	
PSNUTCHGD	FULL-TIME TEACHING GRADUATES	NOT CONTINUING IN SCHOOL
PSNUTCHGFT	FULL-TIME TEACHING GRADUATES	NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSNUTCHGNS	FULL-TIME TEACHING GRADUATES	NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSNUTCHGDLF	FULL-TIME TEACHING GRADUATES	NOT CONTINUING IN SCHOOL
PSNUTCHGNLF	FULL-TIME TEACHING DROP-OUTS	NOT CONTINUING IN SCHOOL
PSNUTCHDOFT	FULL-TIME TEACHING DROP-OUTS	NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSNUTCHONS	FULL-TIME TEACHING DROP-OUTS	NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSNUTCHOLF	FULL-TIME TEACHING DROP-OUTS	UNIVERSITY MALE ENROLMENT RATE
PSNUTCHONLF	FULL-TIME TEACHING DROP-OUTS	UNIVERSITY MALE ENROLMENT
PSUUMENR	POST-SECONDARY UNDERGRADUATE	UNIVERSITY FEMALE ENROLMENT RATE
PSUUMEN	POST-SECONDARY UNDERGRADUATE	UNIVERSITY FEMALE ENROLMENT
PSUFENR	POST-SECONDARY UNDERGRADUATE	UNIVERSITY TOTAL ENROLMENT
PSUFEN	POST-SECONDARY UNDERGRADUATE	UNIVERSITY TOTAL ENROLMENT
PSUTEN	SHARE OF TOTAL POST-SECONDARY UNDERGRADUATE UNIVERSITY ENROLMENT THAT BACHELORS COMPOSES	
PSUUBAENSH	BACHELOR ENROLMENT	
PSUUBAEN	BACHELOR DROP-OUT RATE	
PSUUBADOR	BACHELOR DROP-OUTS	
PSUUBADO	BACHELOR GRADUATION RATE	
PSUUBACDR	BACHELOR GRADUATES	
PSUUBAGD	BACHELOR GRADUATE MAJOR FIELD OF STUDY SHARE MATRIX	
PSUUBAGDMFESH	BACHELOR GRADUATES BY MAJOR FIELD OF STUDY	
PSUUBAGDMF	TOTAL BACHELOR GRADUATES FROM MOBILITY MATRIX	
PSUUBACDMO	PERCENTAGE OF BACHELOR GRADUATES REMAINING IN CANADA	
PSUUBAGDPRMCD	PERCENTAGE OF BACHELOR GRADUATES REMAINING IN THE PROVINCE	
PSUUBAGDPRMPRV	PERCENTAGE OF BACHELOR GRADUATES ENTERING FROM ANOTHER PROVINCE	
PSUUBAGDPEPROV	SHARE OF BACHELOR GRADUATES THAT ARE FULL-TIME	
PSUUBAGDFTSH	BACHELOR FULL-TIME GRADUATES	
PSUUBAGDFT	BACHELOR FULL-TIME GRADUATES	NOT CONTINUING IN SCHOOL AS A SHARE OF TOTAL BACHELOR FULL-TIME GRADUATES
PSUUBAGDNH	BACHELOR FULL-TIME GRADUATES	NOT CONTINUING IN SCHOOL
PSUUBAGDNS	SHARE OF BACHELOR FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL	
PSUUBAGDLF	BACHELOR FULL-TIME GRADUATES	NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSUUBAGDLF	BACHELOR FULL-TIME GRADUATES	NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSUUBAGDNL	BACHELOR FULL-TIME GRADUATES	NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSUUBAGDNL	POST-SECONDARY UNDERGRADUATE UNIVERSITY MAJOR FIELD OF STUDY TO OCCUPATION TRANSFORMATION MATRIX	

TABLE 6 - CONT'D

PSUUBAGDOC	BACHELOR GRADUATES TO LABOUR FORCE BY OCCUPATION
PSUUBADOME	BACHELOR DROP-OUTS BY MAJOR FIELD OF STUDY
PSUUBADOMO	TOTAL BACHELOR DROP-OUTS FROM MOBILITY MATRIX
PSUUBADOPEPROV	PERCENTAGE OF BACHELOR DROP-OUTS ENTERING FROM ANOTHER PROVINCE
PSUUBADOFT	BACHELOR DROP-OUTS FROM FULL-TIME STUDIES
PSUUBADONS	BACHELOR DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL
PSUUBADOLF	BACHELOR DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSUUBADONLF	BACHELOR DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSUUDCENSH	SHARE OF TOTAL POST-SECONDARY UNDERGRADUATE UNIVERSITY ENROLMENT THAT UNDERGRADUATE DIPLOMA AND CERTIFICATE COMPOSES
PSUUDCEN	UNDERGRADUATE DIPLOMA AND CERTIFICATE ENROLMENT
PSUUDCDOR	UNDERGRADUATE DIPLOMA AND CERTIFICATE DROP-OUT RATE
PSUUDCDO	UNDERGRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS
PSUUDCGDR	UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATION RATE
PSUUDCCD	UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES
PSUUDCGDMFESH	UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATE MAJOR FIELD OF STUDY SHARE MATRIX
PSUUDCCDMF	UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES BY MAJOR FIELD OF STUDY
PSUUDCGDMO	TOTAL UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES FROM MOBILITY MATRIX
PSUUDCGDPRHCD	PERCENTAGE OF UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES REMAINING IN CANADA
PSUUDCGDPRMPRV	PERCENTAGE OF UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES REMAINING IN THE PROVINCE
PSUUDCGDPEPROV	PERCENTAGE OF UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES ENTERING FROM ANOTHER PROVINCE
PSUUDCGDFT	UNDERGRADUATE DIPLOMA AND CERTIFICATE FULL-TIME GRADUATES
PSUUDCGDNS	UNDERGRADUATE DIPLOMA AND CERTIFICATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL
PSUUDCGDLF	UNDERGRADUATE DIPLOMA AND CERTIFICATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSUUDCGDNLF	UNDERGRADUATE DIPLOMA AND CERTIFICATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSUUDCGDOC	UNDERGRADUATE DIPLOMA AND CERTIFICATE GRADUATES TO LABOUR FORCE BY OCCUPATION
PSUUDCDOME	UNDERGRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS BY MAJOR FIELD OF STUDY
PSUUDCDOMO	TOTAL UNDERGRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM MOBILITY MATRIX
PSUUDCDOPEPROV	PERCENTAGE OF UNDERGRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS ENTERING FROM ANOTHER PROVINCE
PSUUDCDOFT	UNDERGRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM FULL-TIME STUDIES
PSUUDCDONS	UNDERGRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL
PSUUDCDOLF	UNDERGRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSUUDCDONLF	UNDERGRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSUUTEN	OTHER POST-SECONDARY UNDERGRADUATE UNIVERSITY ENROLMENT
PSUCUMENR	POST-SECONDARY GRADUATE UNIVERSITY MALE ENROLMENT RATE
PSUCUMEN	POST-SECONDARY GRADUATE UNIVERSITY MALE ENROLMENT
PSUCUFENR	POST-SECONDARY GRADUATE UNIVERSITY FEMALE ENROLMENT RATE
PSUCUFEN	POST-SECONDARY GRADUATE UNIVERSITY FEMALE ENROLMENT
PSGUTEN	POST-SECONDARY GRADUATE UNIVERSITY TOTAL ENROLMENT
PSGUMAENSH	SHARE OF TOTAL POST-SECONDARY GRADUATE UNIVERSITY ENROLMENT THAT MASTERS COMPOSES
PSGUMAEN	MASTERS ENROLMENT
PSGUMADOR	MASTERS DROP-OUT RATE
PSGUNADO	MASTERS DROP-OUTS
PSGUMAGDR	MASTERS GRADUATION RATE
PSGUNAGD	MASTERS GRADUATES
PSGUNAGDMFESH	MASTERS GRADUATE MAJOR FIELD OF STUDY SHARE MATRIX

TABLE 6 - CONT'D

PSGUMAGDMF	MASTERS GRADUATES BY MAJOR FIELD OF STUDY
PSGUMAGDMO	TOTAL MASTERS GRADUATES FROM MOBILITY MATRIX
PSGUMAGDPRMCD	PERCENTAGE OF MASTERS GRADUATES REMAINING IN CANADA
PSGUMAGDPRMPRV	PERCENTAGE OF MASTERS GRADUATES REMAINING IN THE PROVINCE
PSGUMAGDPEPROV	PERCENTAGE OF MASTERS GRADUATES ENTERING FROM ANOTHER PROVINCE
PSGUMAGDFTSH	SHARE OF MASTERS GRADUATES THAT ARE FULL-TIME
PSGUMAGDFT	MASTERS FULL-TIME GRADUATES
PSGUMAGDNH	MASTERS FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AS A SHARE OF TOTAL MASTERS FULL-TIME GRADUATES
PSGUMAGDNS	MASTERS FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL
PSGUMAGDLF	SHARE OF MASTERS FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSGUMAGDLF	MASTERS FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSGUMAGDLF	MASTERS FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSGUMAGDNL	MASTERS FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSGUMAGDNL	POST-SECONDARY GRADUATE UNIVERSITY MASTERS MAJOR FIELD OF STUDY TO OCCUPATION TRANSFORMATION MATRIX
PSGUMAGDOC	MASTERS GRADUATES TO LABOUR FORCE BY OCCUPATION
PSGUMADOMF	MASTERS DROP-OUTS BY MAJOR FIELD OF STUDY
PSGUMADOMO	TOTAL MASTERS DROP-OUTS FROM MOBILITY MATRIX
PSGUMADOPEPROV	PERCENTAGE OF MASTERS DROP-OUTS ENTERING FROM ANOTHER PROVINCE
PSGUMADOFT	MASTERS DROP-OUTS FROM FULL-TIME STUDIES
PSGUMADONS	MASTERS DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL
PSGUMADOLF	MASTERS DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSGUMADOLF	MASTERS DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSGUMADONLF	MASTERS DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSGUDCENSH	SHARE OF TOTAL POST-SECONDARY GRADUATE UNIVERSITY ENROLMENT THAT GRADUATE DIPLOMA AND CERTIFICATE COMPOSES
PSGUDCEN	GRADUATE DIPLOMA AND CERTIFICATE ENROLMENT
PSGUDCDOR	GRADUATE DIPLOMA AND CERTIFICATE DROP-OUT RATE
PSGUDCDO	GRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS
PSGUDCGDR	GRADUATE DIPLOMA AND CERTIFICATE GRADUATION RATE
PSGUDCGD	GRADUATE DIPLOMA AND CERTIFICATE GRADUATES
PSUGDCGDMF	GRADUATE DIPLOMA AND CERTIFICATE MAJOR FIELD OF STUDY SHARE MATRIX
PSGUDCGDMF	GRADUATE DIPLOMA AND CERTIFICATE GRADUATES BY MAJOR FIELD OF STUDY
PSGUDCGDMO	TOTAL GRADUATE DIPLOMA AND CERTIFICATE GRADUATES FROM MOBILITY MATRIX
PSGUDCGDPRMCD	PERCENTAGE OF GRADUATE DIPLOMA AND CERTIFICATE GRADUATES REMAINING IN CANADA
PSGUDCGDPRMPRV	PERCENTAGE OF GRADUATE DIPLOMA AND CERTIFICATE GRADUATES REMAINING IN THE PROVINCE
PSGUDCGDPEPROV	PERCENTAGE OF GRADUATE DIPLOMA AND CERTIFICATE GRADUATES ENTERING FROM ANOTHER PROVINCE
PSGUDCGDFT	GRADUATE DIPLOMA AND CERTIFICATE FULL-TIME GRADUATES
PSGUDCGDNS	GRADUATE DIPLOMA AND CERTIFICATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL
PSGUDCGDLF	GRADUATE DIPLOMA AND CERTIFICATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSGUDCGDNL	GRADUATE DIPLOMA AND CERTIFICATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSGUDCGDOC	GRADUATE DIPLOMA AND CERTIFICATE GRADUATES TO LABOUR FORCE BY OCCUPATION
PSGUDCDOMF	GRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS BY MAJOR FIELD OF STUDY
PSGUDCDOMO	TOTAL GRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM MOBILITY MATRIX
PSGUDCDOPEPROV	PERCENTAGE OF GRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS ENTERING FROM ANOTHER PROVINCE
PSGUDCDOFT	GRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM FULL-TIME STUDIES
PSGUDCDONS	GRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL
PSGUDCDOLF	GRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSGUDCDONLF	GRADUATE DIPLOMA AND CERTIFICATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE

TABLE 6 - CONT'D

	SHARE OF TOTAL POST-SECONDARY GRADUATE UNIVERSITY ENROLMENT THAT DOCTORATE COMPOSES
PSGUPHDENSH	DOCTORATE ENROLMENT
PSGUPHDEN	DOCTORATE DROP-OUT RATE
PSGUPHDOR	DOCTORATE DROP-OUTS
PSGUPPHD	DOCTORATE GRADUATION RATE
PSGUPHDGDR	DOCTORATE GRADUATES
PSGUPHDGD	DOCTORATE GRADUATE MAJOR FIELD OF STUDY SHARE MATRIX
PSGUPHDGDMF	DOCTORATE GRADUATES BY MAJOR FIELD OF STUDY
PSGUPHDGDMFSH	TOTAL DOCTORATE GRADUATES FROM MOBILITY MATRIX
PSGUPHDGDMO	PERCENTAGE OF DOCTORATE GRADUATES REMAINING IN CANADA
PSGUPHDGDP	PERCENTAGE OF DOCTORATE GRADUATES REMAINING IN THE PROVINCE
PSGUPHDGDPMPRV	PERCENTAGE OF DOCTORATE GRADUATES ENTERING FROM ANOTHER PROVINCE
PSGUPHDGDPPEPROV	SHARE OF DOCTORATE GRADUATES THAT ARE FULL-TIME
PSGUPHDGCDFTSH	DOCTORATE FULL-TIME GRADUATES
PSGUPHDGCDFT	DOCTORATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AS A SHARE OF TOTAL DOCTORATE FULL-TIME
PSGUPHDGCDNSH	GRADUATES
	DOCTORATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL
PSGUPHDGDN	SHARE OF DOCTORATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSGUPHDGDLF	DOCTORATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSGUPHDGDLF	DOCTORATE FULL-TIME GRADUATES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSGUPHDGDLNF	POST-SECONDARY GRADUATE UNIVERSITY DOCTORATE MAJOR FIELD OF STUDY TO OCCUPATION TRANSFORMATION MATRIX
PSGUPHDGDCSH	DOCTORATE GRADUATES TO LABOUR FORCE BY OCCUPATION
PSGUPHDGDOC	DOCTORATE DROP-OUTS BY MAJOR FIELD OF STUDY
PSGUPHDOMF	TOTAL DOCTORATE DROP-OUTS FROM MOBILITY MATRIX
PSGUPHDOMO	PERCENTAGE OF DOCTORATE DROP-OUTS ENTERING FROM ANOTHER PROVINCE
PSGUPHDOP	DOCTORATE DROP-OUTS FROM FULL-TIME STUDIES
PSGUPHDOP	DOCTORATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL
PSGUPHDONS	DOCTORATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSGUPHDOLF	DOCTORATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND NOT ENTERING THE LABOUR FORCE
PSGUPHDONLF	DOCTORATE DROP-OUTS FROM FULL-TIME STUDIES NOT CONTINUING IN SCHOOL AND ENTERING THE LABOUR FORCE
PSGUOTEN	OTHER POST-SECONDARY GRADUATE UNIVERSITY ENROLMENT
PSTUEN	TOTAL POST-SECONDARY UNIVERSITY ENROLMENT

